DOCUMENT RESUME

ED 083 985 JC 730 281

AUTHOR	Kerr, Lornie
TITLE	Foreign Students in Community & Junior Colleges.
INSTITUTION	American Association of Community and Junior Colleges, Washington, D.C.; National Association for Foreign Student Affairs, Washington, D.C.
PUB DATE	73
NOTE	30p.
AVAILABLE FROM	American Ass'n. of Community and Junior Colleges, One Dupont Circle, Washington, D. C. 20036 ($1.50)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Administrator Guides; Admission Criteria; Bibliographies; *College Admission; College Housing; *College Role; Community Colleges; Counseling Services; *Foreign Student Advisers; *Foreign Students; Junior Colleges; *Post Secondary Education; Student College Relationship

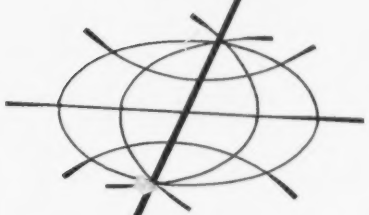
ABSTRACT

A guide for two-year college administrators in dealing with foreign students and the administration of a foreign student program is presented. Topics discussed include the role of the community/junior college, admission policies, advising foreign students, orientation, housing, community volunteers, on-campus program, professional associations, services offered by agencies in the international field, and a bibliography on enrollment of foreign students. (CK)

ED 083985

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

FOREIGN STUDENTS



... in Community & Junior Colleges

by LORNIE KERR

Published by the
AMERICAN ASSOCIATION OF
COMMUNITY AND JUNIOR COLLEGES
in cooperation with the
NATIONAL ASSOCIATION FOR
FOREIGN STUDENT AFFAIRS

JC 730 281

FILMED FROM BEST AVAILABLE COPY

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY

author & American Assn. of Community & Jr. Col:

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

© Copyright 1973

AMERICAN ASSOCIATION OF
COMMUNITY AND JUNIOR COLLEGES

One Dupont Circle, Washington, D. C. 20036

Price: $1.50 Per Copy

Foreword

This publication grew out of a desire on the part of the American Association of Community and Junior Colleges and the National Association for Foreign Student Affairs to provide assistance to community junior colleges in serving effectively the growing number of foreign students who are seeking admission in these institutions. The publication represents the initial effort of a liaison committee drawn from the two organizations created to give special attention to foreign students in two-year colleges.

The committee is indebted to Lornie Kerr, dean of student affairs at Northwestern Michigan College, for preparing this document. He has drawn heavily from several authoritative NAFSA publications relating to foreign students. Consequently, this publication, *Foreign Students in the Community-Junior College,* provides a valuable guide both for two-year college administrators who must make policy decisions with regard to foreign students in their institutions and for those who are assigned responsibility for administering an institution's foreign student program. Its publication was made possible by a grant from the W. K. Kellogg Foundation. We are pleased to be able to make it available to our two-year colleges.

The AACJC and NAFSA Liaison Committee:

Co-chairman: Hugh Jenkins, executive director, NAFSA

Co-chairman: Raymond E. Schultz, former director, international office, AACJC

Members: Katherine Bang, director of field service, (retired) NAFSA

Duane Hansen, vice president, Miami-Dade Junior College

Lornie Kerr, dean of student affairs, Northwestern Michigan College

Eric N. Labouvie, dean of program development, Montgomery College

Contents

I. Introduction 1

II. Role of the Community/Junior College 3

III. Admitting Foreign Students 4

- A. Responding to the Initial Letter of Inquiry 4
- B. Collecting the Necessary Information 5
- C. Making the Admissions Decision 8
- D. Communicating the Admissions Decision 8
- E. Other Points to Consider 9

IV. Advising Foreign Students 12

V. Foreign Student Orientation 14

- A. Planning the Orientation Program 14
- B. Organizing the Program 15
- C. Suggestions for "Non-Academic" Orientation 16
- D. Suggestions for "Academic" Orientation 16

VI. Housing 18

VII. Community Volunteers 20

VIII. On-Campus Program 21

IX. Professional Associations Statement 22

Appendix A. Services Offered by Agencies in the International Field 23

Appendix B. Bibliography on Enrollment of Foreign Students 25

I/Introduction

The two-year college has an unexcelled potential for preparing new generations of sensitive world-oriented citizens. This can be accomplished both by enrollment of foreign students and restructuring, with an international flavor, the curriculum for domestic students. The 1100-plus two-year colleges in the United States can make a singular contribution to world understanding by strengthening their international education dimensions and by building this emphasis into their general education programs.

Through the enrollment of foreign students, we have an opportunity to enhance the image of the United States both in the world and in the particular country and home from which the student comes. The letters he writes home and his activities after he returns home reflect a relationship that can recognize the common humanity of all peoples and the goodness of individuals wherever they are.

However, the mere desire to have a suitable foreign and American student mix in appropriate community/junior colleges will not bring foreign students to the doors of any campus. There must be a genuine concern by the institution for this type of involvement. The impetus must be generated from within the college itself employing the broader constituencies of its community. This requires careful planning and preparation for the eventual enrollment of foreign students.

An educational institution which accepts foreign students must assume certain continuing obligations to them. Students from other cultures present special problems of acculturation and have special educational needs related to their own cultures. Educational institutions, therefore, must be mindful of these special problems and needs and, within limits of their capabilities, make suitable provision to meet them.

These institutional obligations can be met only through a firm commitment to international education "originating at the highest administrative level" and permeating the entire institution. Such commitment must necessarily provide for trained personnel with sufficient time, status, budget, space, clerical help, and administrative support to enable them to work effectively.

At the outset each institution should be aware of the factors contributing to a foreign student's choice of a two-year college and the opportunity he seeks:

1. The community/junior college may offer specialized training in a two-year program which is particularly suited to the needs of the foreign student and his country.
2. Lower fees and sometimes tuition-free policies may attract foreign students.
3. Some choose community/junior colleges because they are oriented and staffed to provide individualized assistance which the foreign student frequently needs most of all.
4. Some foreign students may choose the two-year college on the basis of geographic location, either because the college is located in one of the large metropolitan centers or because he has friends or relatives nearby.
5. The less-stringent admission requirements of some community/junior colleges and the resistance of many four-year institutions to accept foreign students at the first or second year of undergraduate study is another factor.
6. For some it may present an opportunity to marry an American or may be simply a means to circumvent immigration quotas.

In addition, a unique offering of the two-year college is the close association with students, faculty, and community that characterizes the community/junior college scene.

Whatever the reason, there can be opportunities for the foreign student in the two-year college. The community/junior college has a great variety of offerings that can provide the level of training and skills which enable the foreign student to contribute most effectively when he returns home. The many occupational programs offered in the two-year colleges are ideally suited for providing the specialized training so vitally needed in developing countries of the world.

II/The Role of the Community Junior College

Institutions interested in serving students from other countries should first of all develop a sound philosophy, carefully delineating the institution's role. It is suggested that this philosophy be made an integral part of the institutional policy of those colleges whose governing board embraces the international education concept. The decision to admit and enroll foreign students should be taken by an institution only after it has carefully studied its educational standards and objectives as applied to foreign students.

Following that action should be the establishment of a committee to serve as the policy-making and advisory body for the foreign student program. This committee should include at *least* the Director of Admissions, Dean of Students, Foreign Student Adviser, a representative with English as a second language, an interested community person, student representatives, and, in the case of multi-campus institutions, a central office administrator who can serve as a liaison officer between campuses.

III/Admitting Foreign Students

The basic task is to admit those foreign students whose objectives can be effectively served by the institution. If it is in occupational education, the program should be pertinent to the needs and opportunities for employment in the student's home country. If it is preparing the foreign student for transfer to a four-year college, the student must clearly understand this facet of the two-year college.

In the latter it is important that adequate admission standards be established, as neither the student nor the college is well served unless there is concern for quality.

RESPONDING TO THE INITIAL INQUIRY LETTER

The response to a foreign student's letter of inquiry should be quite comprehensive, not only to help the student, but also to save additional correspondence later on. This reply should contain at least the following information:

1. A brief description of the institution (size, location, etc.).
2. A detailed list of the major *fields* in which degree programs are offered (for example, "Civil Engineering," rather than the too-general "Engineering").
3. A brief description of the U.S. educational system (e.g., 12 years for secondary school graduation; two years for an associate degree; four years for a bachelor's degree; etc.) This description should also explain which degree programs require more or less time than the standard. It should be clearly stated that the institution is a two-year college.
4. Dates of admission for which foreign applications are processed (e.g., September only).
5. A detailed breakdown of expenses for a calendar year, including tuition and fees, board and room, books, health insurance, personal, recreation, and vacation expenses. If there is no on-campus housing, a statement

about available housing opportunities should be included.

6. An explanation of the financial assistance available for foreign students and how they should apply for it.
7. A list of documents required to complete an admissions dossier.

Mailing. To save time, the above information can be communicated through a standard form letter or brochure. To save on mailing costs, lightweight paper should be used. All correspondence going outside the U.S. should be sent air mail, except for heavy materials.

Time and money can also be saved by arranging to have the overseas office of agencies (see Appendix A) make the school catalog available to foreign applicants. These overseas offices can be identified in the information sent in response to the initial letter of inquiry.

COLLECTING THE NECESSARY INFORMATION

Generally, the information required for admitting a foreign student is more complicated than for a U.S. student because so many more factors must be considered. The following items are listed in order of importance:

The Application Form. If you receive many foreign applications, a great deal of time will be saved by printing a special foreign student application on lightweight paper, written so that it may be used for several years. Otherwise, it is recommended that FOREIGN be stamped on the application. This form should omit questions which pertain only to persons with a U.S. education (e.g., selective service number), and should avoid U.S. educational jargon. It should leave room for any special questions and instructions you may wish to provide. While certain universities undoubtedly have sample forms which can be adapted, the form should request the following:

1. A complete listing of every academic institution attended, including dates of entry, termination and name of certificate or diploma received, beginning with the first year of elementary school.
2. A brief biography of the applicant's academic and working background and the educational objectives he hopes to accomplish at the institution.

3. The applicant's financial resources (how much and from what sources).
4. Certified copies of academic records, plus English translations where necessary.
5. TOEFL (Test of English as a Foreign Language) examination scores, or other appropriate certification of English proficiency.

Academic Records. Since the U.S. type transcript system does not exist in most countries, students' academic records can easily be altered. Thus, it's unwise to accept "unofficial" records.

A student can usually have a copy of his original record certified as a true copy by a notary public, an official of the institution in which he was enrolled, a representative of a U.S. counseling office located overseas, or a U.S. consular official. This certified copy can ordinarily be accepted as accurate, as long as the seal or signature of the certifying official appears on the copy in ink (not as part of the photo process). For verification, ask an accepted student to present his original record when he arrives on campus.

If the original copy of this record is written in a foreign language, an English translation should also be required, certified by the same type of official mentioned above (or by a member of the college faculty). It is important that a *literal,* not *interpretive,* translation be specified, since many translators will substitute for example the word "bachelor's" for a degree which may not be considered equivalent to the American bachelor's degree.

The academic record should include a list of the subjects which were studied (or, when unavailable, a syllabus of the course) and an explanation of the grading system used to determine advanced-standing credit and placement for undergraduates. The academic record should also include a qualitative rating, preferably course-by-course, but sometimes available only as an overall rating. In addition, it is wise to check the applicant's birthdate against his academic records, because secondary school completion can represent from 10 to 13 years of formal education, and school attendance before age six is usually of nursery or kindergarten nature. In most cases, graduates of a ten-year elementary/secondary system should not be considered for admission at the freshman level in the U.S. without additional academic preparation.

An English Proficiency Report. Sponsored by the College Entrance Examination Board and Educational Testing Service and administered throughout the world four times each year, TOEFL

(Test of English as a Foreign Language) is the most widely accepted examination of English proficiency available. Other appropriate certification of English proficiency may be used, such as successful completion of an accredited English as a Second Language program.

Because a superficial reading of the scores can be misleading, it is highly recommended that the free TOEFL Score Interpretation Manual be obtained from the College Entrance Examination Board. TOEFL scores should generally be required of all applicants except those from countries where English is the primary language of instruction in schools. A major in English from a university in a non-English speaking country should not be accepted as conclusive evidence of English ability.

It is recommended that community/junior colleges establish an English course as a Second Language program for students whose primary language is not English. Those two-year colleges that do not offer an ESL program or provide for special tutorial help should seriously question the advisability of accepting any foreign students who have not already attained an adequate English proficiency.

Reference Letters. When academic reference letters are used, the writer should be asked to include the following information: the applicant's rank in class; comparison with his classmates; and the length of time the writer has known the student. Major professors and academic advisers are more likely to know the applicant well and to make qualitative comments. Departmental chairmen, rectors, deans and principals are more likely to provide quantitative information.

Financial Statement. Upon admission, each applicant should again be given a detailed (over-estimated rather than under-estimated) statement of average expenses for the *calendar year* in addition to deadlines for payment for the first term. Reference might also be made to the inflationary cost of living increases to be anticipated from year to year.

It is advisable to require a signed financial resource statement prior to issuing a Form I-20 (F) or a Form DSP-66 (J), since the institution must certify that it has checked the student's finances. This may include the amount of money available per year, the source(s), and a declaration that inclusion of any false information is grounds for dismissal from the college. The purpose of such a statement is to force the applicant to pay attention to the total estimated cost, to declare *in detail* how he plans to meet the costs,

and to provide background information in case a request for financial assistance is made in the future.

Test Scores. While standardized tests (Scholastic Aptitude Test, etc.) designed for domestic use have some validity for the foreign student, they should not be interpreted exactly as they would be for American students. Foreign student scores in the upper ranges are generally significant; low scores are not necessarily so. Foreign students generally score higher in the mathematical areas than the verbal. The student's scores on aptitude tests should also be considered in relationship to his performance on the TOEFL exam.

Health Examination Report. A health examination report should be required. The institution's health form should be included when the visa paper is sent so that the doctor who examines the student for his passport and visa can also complete this form. Community/junior colleges should require foreign students to have health and accident insurance; it should be a condition of continuing enrollment.

Overseas Interviews. A number of agencies, e.g., Institute of International Education (Appendix A) will interview students in their home countries and provide evaluations to U.S. institutions.

MAKING THE ADMISSIONS DECISION

Whenever practical, *one person or office* should evaluate the credentials of all foreign applicants. This assures consistency in such matters as the evaluation of records from a given institution or educational system. (The list of reference materials at the back contains many sources of helpful information on the evaluation of the foreign application).

Since the admissions officer makes the admissions decision, he might well serve as the foreign student's academic adviser for his first registration.

COMMUNICATING THE ADMISSIONS DECISION

If an applicant is not granted admission, he should be notified immediately in as concise yet diplomatic a manner as possible. If inadequate English proficiency is the only negative factor, it would be best to consider granting provisional admission upon satisfactory completion of an intensive English language program. (A list of centers offering English language programs is provided in a booklet

listed in the bibliography, Appendix B). If financial limitations are the only reason the student cannot be accepted, he should be so informed through an "academically eligible" letter, which may enable him to get the needed funds elsewhere. This letter should reiterate the estimated cost for a *calendar* year.

If the applicant is admitted, the following information should be included when he is informed of his acceptance. (It is recommended that all final materials be dispatched in one envelope. This removes doubt that *all* items were forwarded and that *all* were received if *any* were received).

1. The program to which the applicant has been admitted and an estimate of the minimum amount of time required to complete the program.

2. An explanation of any restrictions or prerequisites, advanced standing, or credits granted.

3. Any special enrollment requirements (e.g., compulsory health insurance, mandatory orientation programs, fee payment deadlines, the date the student must report on campus.)

4. The U.S. Immigration I-20 form for obtaining a student visa or DSP-66 form for obtaining an exchange visitor visa. The form should be prepared carefully and completely, since incomplete information may delay the visa-granting procedures (which may in turn delay the student's arrival on campus) or enable the entry of foreign students who are not qualified to study in the U.S.

   The I-20 form should be signed separately. Ink stamps or other types of signature substitutes should never be used. A copy of the I-20 should be made for both the foreign student admissions officer and the foreign student adviser, in case any questions arise later.

   The DSP-66 visa form is used for special exchange visitor programs and, in some cases, for students whose sponsor or home government requires its use. Questions concerning the proper completion of this form should be directed to the nearest local Immigration Office. If this is impractical, an experienced foreign student admissions officer at a nearby university may be consulted. Admission of persons on tourist's visas as full-time students should be discouraged. This is consistent with immigration regulations.

For further clarification of immigration matters, see the attached bibliography (Appendix B).

5. Supplementary information, such as a health report form, letter of welcome from the foreign student adviser, residence hall application form, or other housing information, information on port-of-entry services offered by the International Student Service and on general orientation programs (e.g., the Experiment in International Living homestay program (Appendix A), and any other materials which are usually sent to new students by the institution.

The foreign student adviser should write a letter which furnishes information concerning the advance shipment of luggage, on- and off-campus housing opportunities, name and location of the person to whom the student should report upon arrival, temporary mailing address which can be used by the student's family and friends, the local orientation program, etc.

OTHER POINTS TO CONSIDER

1. The academic success or failure of each student (and the reasons for failure, if known) should be checked, so that the criteria for admission from a particular country or institution to a particular degree program can be modified if necessary.
2. In developing your admissions procedures, you may wish special assistance or counsel. Such help is readily available – free of charge – through NAFSA's Field Service Program. This program, established in 1963 by a grant from the Department of State, has a corps of experienced professionals who can give on-the-spot assistance in many areas of foreign admissions. Additional information may be obtained by writing directly to the National Association for Foreign Student Affairs (see Appendix A).
3. Don't short-circuit the admissions system to furnish a quick response for a last-minute applicant. Good students plan ahead, late applicants frequently try to hide something.
4. Don't provide instant oral evaluations; take time to be accurate. Every applicant should file a regular admissions form; every evaluation should be written.
5. Walk-in applicants who have used another institution's I-20 form to enter the U.S., but have not enrolled there,

should usually not be considered for admission until at least one term of satisfactory academic work has been completed at that institution. In rare cases, where there appears to be a justifiable reason for making an exception, request a written release from the other institution before giving the applicant a visa form.

IV/Advising Foreign Students

In a number of cases two-year colleges enrolling foreign students will have one individual serving both as admissions officer and adviser to foreign students. This can be a feasible approach, particularly *if* the admissions officer has the interest and time to devote to this very important function. *If not,* it is recommended that an *interested* counselor be assigned this responsibility. Such a person should be named even if only one or two students from abroad are enrolled and a very small commitment of time is involved.

The role of the counselor/foreign student adviser is an extremely important one. The foreign student adviser should be primarily responsible for academic and personal counseling of foreign students. He or she often establishes a unique relationship, representing the institution to the student in a way that no faculty member and no other administrator can. Obviously, the adviser must have technical competence in relation to immigration regulations, an understanding of international education, and a knowledge of available community resources to assist him with the program.

As foreign student adviser and coordinator of the foreign student program, he should be given time for this assignment commensurate with his responsibilities. There should be secretarial assistance and a budget appropriate to his functions.

Although the task of the foreign student adviser will vary, depending on the number of foreign students enrolled, the following are some of the functions a foreign student adviser might have:

1. Preparing materials for the information of foreign students inquiring about admission, financial aids, etc.
2. Developing admission application forms, office record forms, etc., that meet the special needs of foreign students.
3. Planning and conducting a formal orientation program for foreign students.
4. Administering and interpreting English language and other tests required of foreign students.
5. Handling the institution's and the student's relationships

with outside agencies and governments that sponsor foreign students.

6. Working with students who are not technically foreign students, but who have some of the same problems as foreign students. A foreign student is defined as one who has entered the United States in a temporary immigration status for a period of study in a college or university, after which he will return home. However, recent immigrants (who may or may not be U.S. citizens), "war brides," Perto Ricans, Cuban refugees, members of diplomatic families, and others who have grown up abroad, whose native language is not English, and who are residents or citizens may fit better in the foreign student program than they do in services for the usual run of U.S. students.
7. Consulting with academic advisers, health service officials, housing people, and many others on the campus and in the community who become aware of foreign student problems and seek advice or assistance in dealing with them. Many of these problems are in areas for which the foreign student adviser has no assigned responsibility.
8. Keeping adequate records and preparing reports as required by the institution or outside agencies.
9. Advising foreign student organizations and/or U.S.-foreign student clubs on the campus.
10. Planning pre-departure orientation of foreign students.
11. Continuing professional improvement – reading, writing, participation in professional associations, attendance at conferences and seminars, study of other cultures, travel abroad, etc.
12. Evaluating programs and procedures.
13. Attending to public relations, including giving information to individuals and groups interested in foreign students, speaking before student, faculty, and outside groups, arranging for foreign students to speak at institutional and community functions.
14. Dealing with emergency situations involving foreign students, such as a serious or fatal illness, an accident, or a crisis at home.
15. Assisting in arrangements for foreign visitors to the campus.

V/Foreign Student Orientation

If a two-year college enrolls foreign students it must also accept the responsibility of providing both academic and non-academic orientation. Although orientation should be long-term and continuous during the foreign student's stay, the initial orientation will have the greatest impact on the student.

Orientation actually begins with the information which the institution sends to the foreign student before he leaves home, but he will seldom arrive with enough understanding of American culture, values and institutions to make an easy adjustment to American academic life. An inadequate orientation at this initial stage may jeopardize the foreign student's entire academic program.

PLANNING THE ORIENTATION PROGRAM

The objectives of an initial orientation program for foreign students should include:

1. Immediate local campus and community orientation.
2. Adequate academic orientation to permit the foreign student to carry out his responsibilities and compete successfully with American students.
3. Incidental factual information and practical guidance.

The planning should also reflect the following self-administered questions:

1. How much time and money are available?
2. What kind of staff help is needed? – secretarial, student assistance, faculty, etc.
3. What resource persons are needed and available? – registrar, housing officer, Immigrations and Naturalization representatives, etc.
4. What is the make-up of the foreign student group? – How many? What ages? Single or married? What distribution of backgrounds, fields of study, interests, goals? What levels of language ability or deficiency in understanding are involved?

ORGANIZING THE PROGRAM

General Suggestions:

1. Obtain top level administrative support for a special orientation program for foreign students which will reflect *their* point of view. When appropriate integrate the foreign student into the regular opening week orientation for U.S. students.
2. Centralize *the planning and the supervision* of the program. Involve other administrators and personnel as appropriate and useful to the smooth functioning of the program.
3. Upon receipt of the names of the incoming foreign students, send a letter to them, indicating that all new foreign students are *required* to be on campus by a certain time, as "noon, September 15th," so that they can be met, housed, and ready to begin the orientation program; also indicate *why* this program is being planned for them.
4. Use all relevant resources of the institution and the community (especially for extra-curricular activities) in *the implementation* of the program. Involve as many of the administration, the faculty, domestic and experienced foreign students, and community volunteers as are willing to contribute to and as are needed for a "team approach" in the program. Create a cooperative and working atmosphere.
5. For the sessions themselves, orient the speakers on approach, content, timing, and pace of speaking. No more than two speakers during any one session, and no more than thirty minutes as maximum time allowed to each speaker. No mealtime speakers. Stress the need for speaking slowly, distinctly, clearly, and without allusions that only Americans would understand.
6. Avoid very long sessions. Always allow for at least a fifteen minute to half-hour break, especially in longer sessions.
7. Allow leisure time. Indicate what parts of the program are *optional* (and what that means), and what periods are actually *free time*. Avoid over-programming.
8. Print or mimeograph as much of the information as possible, (including all major rules, requirements, regula-

tions, maps and guides, office locations and hours, etc.). See that it is distributed. Discuss and illustrate the written materials in the orientation sessions. Use a uniform format, so that it can be kept easily and referred to later.

9. Use visual aids wherever applicable (e.g., registration explanation).
10. At frequent intervals during the orientation program, inquire of the group whether what is being communicated is also being understood. Allow time for repetition of key points of information. If possible, prepare a digest of the orientation information, especially for the use of later arrivals. Invite and encourage questions from the students and provide opportunities for answering questions or solving problems on an individual basis.

SUGGESTIONS FOR "NON-ACADEMIC" ORIENTATION

1. In planning extra-curricular activities, involve domestic or experienced foreign students as assistants, guides, hosts, etc., and be sure to select them carefully and orient them as to their duties, responsibilities, and information-giving roles.
2. Stress the contribution of the foreign students themselves not only to the classroom, but also to the campus, the institution, and the local community, as part of the mutuality of international educational exchange.
3. Explain to the foreign students the role of the Foreign Student Adviser, his office, and its services.
4. Try to set aside some time for a brief, informal discussion of "culture shock" as a typical and universal reaction experienced by most people living abroad for the first time.
5. Keep discussion groups small.

SUGGESTIONS FOR "ACADEMIC" ORIENTATION

1. Aim at communicating the basic academic expectations and standards that constitute and characterize the American educational system, and the methods of achieving them.

2. Attempt to orient the group to those fields of study and courses which are most in line with their respective interests and goals.
3. Turn to appropriate faculty members or academic advisers as discussion leaders or resource persons.
4. Create a "working" atmosphere; stress the "time-saving" aspect of academic orientation.*

**NOTE:* The "Guidelines" publication by NAFSA Field Service provides an excellent chart for programming an initial academic and non-academic orientation for foreign students.

VI/Housing

The preliminary assurance that adequate housing will be available upon his arrival can relieve a great deal of apprehension for the student from abroad and his family.

For those two-year colleges that do have on-campus housing, it can easily be handled through coordination with the housing office. Where it is necessary to utilize off-campus housing or host families, a great deal of planning and selection is involved. The use of a community volunteer at this stage is recommended. The following guidelines are offered for developing a successful off-campus housing experience for foreign students:

1. Preliminary determination, by institutional personnel, of what standards will be applied to off-campus housing for all students; this step should preferably involve the active participation of the highest level of administration, but at least have their concurrence.
2. Determination and clear definition of the criteria required to meet established standards.
3. Communication of criteria to landlords and householders, with equal emphasis on the important role they play in the experiences of foreign students.
4. Development of a system to determine what off-campus housing currently meets the criteria.
5. Maintenance of a list of approved or acceptable off-campus housing, by the housing office, or, if more appropriate to the institution's organization of its foreign student program, by the Foreign Student Adviser's office.
6. Provision for advising foreign students on matters related to housing; this should include both an explanation of the criteria and information about rental conditions, facilities or services included, leases, obligations, and rights; preferably summarized in writing and given to the foreign student for his reference.
7. Provision for housing placement assistance, using volunteers as available and appropriate.
8. Follow-up with the landlord or householder to determine satisfaction and to offer the on-going services of the institution that relate to off-campus housing.

Institutions with extended vacation periods may need to make provision for temporary housing for foreign students. Again the community volunteer can be helpful in seeking community residents who are willing to provide short-term hospitality.

VII/Community Volunteers

The development of a viable community volunteer program can be of great assistance to the two-year college enrolling foreign students. The community volunteer must obviously be someone who is *interested* and prepared to devote time toward meeting the needs of the foreign student.

Community volunteers can be helpful to the foreign student adviser and his program by:

1. Contacting foreign students before arrival and meeting them upon arrival.
2. Assisting with arrangements for temporary and permanent housing for foreign students.
3. Assisting with orientation programs, especially during busy registration days.
4. Arranging reasonable speaking engagements for foreign students.
5. Tutoring informal sessions in conversational English, technical phrases, American slang.
6. Assisting with special events, trips and tours.
7. Planning programs for wives as needed or appropriate.
8. Arranging for attendance by foreign students at community events.

THE GOALS OF A COMMUNITY PROGRAM COULD BE:

1. To create a comfortable environment in which a foreign student can have the broadest possible educational experience.
2. To gain new perspectives by the exchange of ideas with people of other cultures for mutual enrichment and understanding.
3. To give the foreign student every opportunity to observe and participate in the activities of the community.

It is essential that there be direction, coordination and cooperation from the Foreign Student Adviser's office if the community volunteer program is to meet the needs of the foreign student.

VIII/On-Campus Program

The student from another country needs to have some means to associate with other students from abroad and with domestic students who want to associate with him. Formation of an "International Club," "Students for International Understanding Club," etc., is strongly recommended. An organization such as this with regular meetings can provide good fellowship, social activities, informal discussions and other relationships important to foreign students. Membership should be open to all students and all students should be involved in the planning.

IX/Professional Associations

Educational systems are in a continual state of flux. Up-to-date information can be obtained quickly and efficiently through membership in professional associations such as the National Association for Foreign Student Affairs and the American Association of Collegiate Registrars and Admissions Officers. The benefits are many (publications, workshop reports, conferences, meetings), and the cost is moderate. Most important of all, the contacts made with other members in the field are valuable and enriching and help make the whole job easier and more interesting.

Appendix A

SERVICES OFFERED BY AGENCIES IN THE INTERNATIONAL FIELD

African-American Institute (AAI) (1, 3, 4, 7)
866 United Nations Plaza
New York, New York 10017

American Association of Collegiate Registrars and Admissions Officers
(AACRAO) (6, 8)
One Dupont Circle, N.W.
Washington, D.C. 20036

American Association of Community Junior Colleges (AACJC)
Suite 410
One Dupont Circle, N.W.
Washington, D.C. 20036

American Friends of the Middle East (AFME) (1, 3, 4, 7, 8)
1605 New Hampshire Avenue, N.W.
Washington, D.C. 20009

American-Korean Foundation (1, 3, 4)
345 East 46th Street
New York, New York 10017

American-Scandinavian Foundation (1,7)
127 East 73rd Street
New York, New York 10021

College Entrance Examination Board (CEEB) (2, 6, 8)
475 Riverside Drive
New York, New York 10027

Council on International Educational Exchange (5)
777 United Nations Plaza
New York, New York 10017

Experiment in International Living (5)
Putney, Vermont 05346

Institute of International Education (IIE) (1, 3, 4, 5, 6, 7, 8)
809 United Nations Plaza
New York, New York 10017

International Student Service (9)
291 Broadway
New York, New York 1007

Latin American Scholarship Program of American Universities
LASPAU) (3, 7)
25 Mount Auburn Street
Cambridge, Massachusetts 02138

National Association for Foreign Student Affairs (NAFSA) (6, 8)
1860 19th Street, N.W.
Washington, D.C. 20009

Regional Evaluation Projects are co-sponsored by NAFSA and the Department of State. Colunteers from the Midwest, Northeast and Southeast regions of the country provide credential evaluation. For further information write:

NAFSA Field Service
1860 19th Street, N.W.
Washington, D.C. 20009

Test of English as a Foreign Language (TOEFL) (2, 8)
Box 899
Princeton, New Jersey 08540

United States Bi-National Educational Foundations and Commissions address list available from the Bureau of Educational and Cultural Affairs, Department of State, Washington, D.C. 20520 (1,4)

United States Educational Foundation – India
12 Hailey Road
New Delhi 1, India

Code to Agencies Listed Above

1. Answers questions concerning foreign credentials from certain overseas areas.
2. Conducts special testing programs.
3. Interviews students in home country.
4. Maintains catalog library for use of applicants.
5. Sponsors orientation programs.
6. Provides conferences or programs on foreign credential evaluation.
7. Provides dossiers on qualified applicants.
8. Provides resource printed material.
9. Meets students on arrival.

Appendix B

BIBLIOGRAPHY ON ADMISSION OF FOREIGN STUDENTS

The following is offered as a basic bibliography of reference materials. Prices are indicated wherever possible.

Admissions Guidelines

Do-It-Yourself Evaluation of Foreign Student Credentials, Wm. H. Strain, revised by Ruth Arnold, AACRAO, distributed by American Council on Education, One Dupont Circle, Washington, D.C. 20036. 1966. $1.00.

Guideline: Selection and Admission of Foreign Students, NAFSA.

United States College and University Policies, Practices and Problems in Admitting Foreign Students, Report of Workshops on Foreign Student Admissions, IIE. 1965.

Evaluational Resources

Canadian Universities and Colleges, Canadian Universities Foundation, 75 Albert Street, Ottawa, Canada. $5.00.

Commonwealth Universities Yearbook, distributed by American Council on Education. Yearly. $20.00.

Directory of Institutions for Higher Education, Government of India, Ministry of Education, New Delhi. 1967. $2.79.

Educational Systems of Africa, Martena Sasnett and Inez Sepmeyer, Los Angeles; University of California Press. 1966. $30.00.

English Language and Orientation Programs in the U.S., IIE. $1.00.

Entering Higher Education in the United States: A Guide for Students from Other Countries, Gene Hawes, CEEB. 1969. Individual copies free – quantity orders at $0.10 per copy.

Financial Planning for Study in the United States: A Guide for Students from Other Countries, CEEB. 1970. Individual copies free – quantity orders at $0.10 per copy.

Guide to the Admission and Placement of Students from Taiwan and Hong Kong. IIE. 1966. $1.00.

Handbook of the Universities of Pakistan, Inter-University Board of Pakistan, Islamabad, Pakistan.

International Handbook of Universities, distributed by American Council on Education. 5th edition. 1971. $24.00. (Published every 3 years.)

Report of the Training Workshop on the Evaluation of Asian Educational Credentials (Vietnam, Laos, Cambodia, Thailand, Indonesia, Korea), Richard Dremuk, ed. NAFSA. 1968. $2.00.

Studies of Education in Other Countries, United States Office of Educational Publications. Comparative Education Branch, HEW, Washington, D.C. 20202. Over 90 booklets; many are free.

TOEFL: Interpretive Information, Box 899, Princeton, New Jersey 08540. Revised January 1970. Free.

The Admission and Academic Placement of Students from Selected Countries of Latin America: A Workshop Report (Argentina, Chile, Ecuador, Peru). Joel Slocum, ed. NAFSA/AACRAO. 1970. $2.50.

The Admission and Placement of Students from Latin America: A Workshop Report (Brazil, Central America, Colombia, Venezuela), Lee Wilcox, ed. NAFSA. 1969. $1.00.

The Admission and Placement of Students from the Pacific Asia Area: A Workshop Report, Sanford C. Jameson, ed. NAFSA. 1970. $1.00.

The Evaluation of Asian Educational Credentials: A Workshop Report, (India, Japan, The Philippines, Taiwan), Lee Wilcox, ed. NAFSA. 1966. $0.50.

Western Europe/USA Technical Education Systems: A Comparison, J. K. Wolfe. Distributed by General Electric Company, Schenectady, N.Y., 1967. Free.

World Education Series, AACRAO. Distributed by American Council on Education. $1.00 each.

World Survey of Education Part III and IV, New York: UNESCO, International Document Service. Part III, 1961. $34.00. Part IV, 1966. $42.00.

Immigration

Adviser's Manual of Federal Laws and Federal Agency Regulations Affecting Foreign Students and Faculty: Part I. Department of Justice (revision of 1969 *Manual of Immigration Regulations*), NAFSA, 1972. (charges for postage and handling only.)

UNIVERSITY OF CALIF.
LOS ANGELES

DEC 21 1973

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION